

CHAPTER I

INTRODUCTION

This chapter provides general explanations of what the researcher will discuss in this research. In this research includes: background of the study, research questions, the objective of the study, limitation of the study, the significances of the study, definition of key terms.

A. Background of the Study

English is one of majors in every school. English is one of the most important skills for students because English is a universal language that used technology, education, politics, commerce, and is the most important tool to communication used in the world. In this modern era, one of the most skills needed is English. As explained above, English is a global language then for those who want to be one step ahead of people. It is necessary to master English skills (Pattymahu, 2012).

There are four skills in English, namely: speaking, reading, writing, and listening. Some people say that reading is one of the important activities. Most people call that reading is the window into the world. By reading, people can get so much information about anything. Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text the writer intended for the reader to receive.

Discovery learning is a method that makes the students active in the class. Based on Djamarah (2008: 22) stated that discovery learning is

learning to looking for and find themselves. Discovery learning method also helps the students to think, ask, and observe the materials themselves. In this method, the students are going to be problem solvers because the system of this method is students-centered, it means the students should be active in the class. The implementation of discovery in the teaching and learning process is students identify problems, solutions, find the relevant information, develop the strategy of solutions, and implement the strategy that has been chosen.

The students have some problems in the teaching and learning process, especially reading ability. In this research, the researcher chooses the students of the tenth grade of SMK Pawyatan Daha 1 Kediri as the subject of this study. Based on the interview with English teacher on October 18th, 2021, the researcher found that teachers enjoyed this method while teaching and learning process in the class using discovery learning. On the other hand, the teacher also found the problem: the students are less motivated to translate the text. The teacher also said that the discovery learning method is more effective for students' reading skills.

Making a strategy to develop the students' interest in reading is important. Discovery learning is a method to make the students active in classroom activities. The students can also design their idea from their experiments in discovery learning. It can be concluded that the students can construct their knowledge by themselves.

In line with this, Nadya Zalvianin and Yetty Zainil (2021) have conducted in their research entitled *“The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang”*. They have pointed out that the teacher was implementing seven steps from Preparation Procedures of Discovery Learning method. It can be concluded that discovery learning is more effective than traditional teaching and learning of English.

The second previous study is *“Students’ Perception on the Discovery Learning Strategy on Learning Reading Comprehension at the English Teaching Study Program, Christian University of Indonesia”* by Daniel Tampubolon (2017) Universitas Kristen Indonesia. In his study, he observes the discovery learning strategy for reading comprehension. In conclusion, as the participants, most students agreed and wanted to use the discovery learning method in learning reading because they believe this method can help students increase their reading comprehension.

The third previous study is *“Students’ Perception of the Discovery Learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School”* written by Bintang Ahad Simatupang (2020). In his study, he explains about the perception of implementation discovery learning method in developing reading comprehension. In conclusion, as the participants, the students wanted to use discovery learning in developing reading comprehension. The students realised that

this method gave them so many benefits in the teaching and learning process.

From those previous studies, the researcher tries to do the research about the implementation of discovery learning method in reading ability. In this case, the researcher wants to know how the students' reading ability of senior high school students in offline and online class is different from three previous studies explained by the researcher above. Those previous studies give many ideas for this study because they have the same topic, which can help the researcher develop the next study about the implementation of discovery learning on students' reading, especially reading ability.

According to the explanation above, the researcher is interested to conducting a research entitled "DISCOVERY LEARNING ON STUDENTS' READING ABILITY AT THE TENTH GRADE STUDENTS OF SMK PAWYATAN DAHA 1 KEDIRI".

B. Research Questions

Based on the background of study above, the research questions can be formulated as follows:

1. How is the implementation of the Discovery Learning method on students' reading ability at the tenth grade of SMK Pawytaan Daha 1 Kediri?
2. What are the strengths and the weaknesses of teaching and learning reading using Discovery Learning method?

C. The Objective of the Study

Based on the research questions above, the objectives can be formulated as follows:

1. To analyse the implementation of discovery learning method in teaching reading is good enough, although there are some constraints in learning process.
2. To know the strengths and the weaknesses of teaching reading using Discovery Learning method.

D. Limitation of the Study

According to the research questions above, the researcher focused on the implementation of the discovery learning method that has been used by the teacher in teaching reading ability and how well the students accept the materials in the online and offline classes. In this case, the researcher on the implementation of discovery learning believed that this method could make the teaching and learning process in the offline and online classes run well. The students can easily understand the materials.

E. The Significances of the Study

The result of this study provide useful information for:

1. The Teacher

The result of this study is for English teacher to help them practice a new method of teaching reading to tenth-grade students. To give the solution to the challenges while teaching using the discovery learning method in the class.

2. The Students

The result of this research may be able to increase the students' ability to read when the teacher teaches them using the discovery learning method. The researcher also hopes that the students get much increasing their reading comprehension.

3. Other Researcher

For the next researcher who interested to analysing the implementation of the discovery learning method can get the basic information from this research. From this study, the researcher also hopes that the next researcher can develop the knowledge about teaching reading in offline and online classes by applying Discovery Learning Method.

F. Definition of Key Terms

a. Discovery Learning

Discovery learning is a method that makes the students understand the concept, meaning, and the relation through intuitive process and finally can make a conclusion. The discovery learning method steps are: stimulation, problem statement, data collection, data processing, verification, and generalization.

b. Reading Ability

Reading ability is a complex activity and involves some skills. Reading ability in activities that include several processes like: recognising the letters and words, combine with the sounds, and must be able to conclude the text that has been read.